|  |
| --- |
| **Lundin Mill Primary and Nursery School**  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |
| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | Lundin Mill Primary and Nursery accommodates school children from Lundin Links and Lower Largo. Our nursery also includes three- and four-year olds from Upper Largo. Our roll at the beginning of 2020-21 session was 117 altogether; 99 in our primary school and 18 in our nursery. Lundin Mill catchment children live in SIM Quintiles 3 & 4. | | | | | **FME** | **13.7%** | | | | | **Attendance (%)** | **Authorised** | **2.8** | **Unauthorised** | **2.4** | | **Exclusion (%)** | **0** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | **£8224** | | | |   Our vision at Lundin Mill is to focus on wellbeing at the core of all our efforts to ensure our learners exceed expectations and develop into successful, confident, resilient and ambitious life-long learners.  We aim to instil positive values and plan for achievement and enjoyment by listening to our learners and creating opportunity for them to develop their own interests and lead their own learning.  Our values are focused on kindness. We will ensure all our children know how to form positive relationships and are respectful to others as well as themselves. We want them to be independent and effective members of our community. We promote, ‘from *hill to sea be the best you can be!’* |

|  |  |
| --- | --- |
| Focused Priority:  **Ensure all Children’s, Families’ and Staff Health & Wellbeing are considered during Covid-19 restrictions** | |
| NIF Priority  Improvement in children and young people’s health and wellbeing  NIF Driver  Assessment of children’s progress  School Improvement  Teacher Professionalism | HGIOS 4 & HGIOELC Quality Indicators  3.1 Ensuring Wellbeing, Equality & Inclusion  1.2 Leadership of Learning  1.3 Leadership of Change  2.3 Learning Teaching & Assessment  2.4 Personalised Support |
| **Progress:**  In Aug 2020, all teachers planned for the children to have the opportunity to talk about Covid and share their understanding and experiences about lockdown. School risk assessments were shared and routines practised to ensure everyone knew how to keep themselves safe. Teachers were directed to provide learning experiences outdoors as much as possible to reduce risk of transmission.  Teachers and EYOs planned their Health and Wellbeing curriculum focussing on the Wellbeing Indicators. All children were listened to and had a voice to ensure their needs were met and that the teachers were responsive. Planned interventions included children who needed further support for their overall wellbeing and kitbag and Lego therapy groups were set up.  Communications between our learners, staff and parents continued using Microsoft Teams and this proved to be essential for going into the second lockdown. The school listened to parents’ views and their preferred way to communicate was taken on board by each class teacher. e.g. our nursery parents opted for a private Facebook Page which proved to be very successful and supported the daily remote learning. Notice boards were set up outside nursery and the school children sent learning to share with parents. The school ensured that every family was contacted to ensure all was well. If any family needed support the school ensured this was put in place. e.g. ensuring families had the digital technology needed to ensure learning and engagement was sustainable. Vulnerable and Key Worker children were invited into school to ensure all children were able to access their learning. We had three class bubbles covering children from Nursery age to P7.  School and the nursery planned for children to share their successes and achievements through various media due to not being able to assemble. All classes worked on creating and sharing certificates to encourage the children to give each other feedback on their achievements. The four capacities were used to frame this. Once school re-opened, class bubbles communicated with each other through Teams and set each other fun learning activities to ensure these inter-class relationships were not lost. **Most teachers and EYOs shared photos of the learning environment and examples of learning to ensure parents could see what their child’s class looked like to ensure they felt included. Staff also met weekly with stage partners and our partner school over Teams. This ensured all staff were aware of developments and shared examples of good practice as well as being a support for each other. The impact of this was that our learner’s engagement remained very good and that almost all parents were pleased with the schooling their children received during Covid times. The staff also learned from each other and their own ICT skills developed as well as their confidence.** | |
| **Impact:**  Through discussion and listening to the children, most understood that misinformation around Covid was the cause of their concerns, worries and anxieties. A few children needed further input and were supported in small group Kitbag sessions. We conducted a survey in May 2021 which showed that 85% felt safe, 12% sometimes and 3% didn’t.    Almost all children stated that they enjoyed outdoor learning and positive feedback was given. e.g. “We learn about team games and nature at the same time,” “We learned how to save the planet and we did a litter pick to do this!” Almost all children stated that they liked playing with their friends when learning outdoors. Most children liked learning about their local and natural environments.    The majority of children feel listened to in school. A minority stated they were listened to sometimes and a few stated that were not. Improvements will be planned for this next session.    After consulting with parents and staff, a minority of children were identified as needing further interventions to support their emotional wellbeing. Kitbag and Lego Therapy sessions were planned as a response. Almost all children showed improvement in their emotional wellbeing after attending these support sessions and asked if they could do this all the time.    When the children were asked about how they felt about their home learning experiences, a minority of children stated that they enjoyed this time. Which shows most children prefer learning in school.  Overall, this survey showed that most of our children rated their school year as good. | |
| **Next Steps:**   * Children must be listened to, and involved in decision making about their learning, with all those involved properly listening and responding to what children want and need. * Continue to develop outdoor learning to ensure our children learn about their local community as a rich, artistic culture of arts and an abundance of natural environments that promote curiosity and interests about nature. * **To focus on our HWB curriculum to ensure all of our learner’s needs will be identified and interventions planned.** We want all children to be able to show their full potential and personality. We will focus on emotional literacy and restorative approaches to ensure our children are learning skills for life and are treated with dignity. * We aim for our children to rate their school year over 90% for session 2021 – 22. The children will have more say over what and how they want to learn. This will also be a focus on improving attendance and punctuality. | |

|  |  |
| --- | --- |
| Focused Priority:  **Ensure all Learning, teaching and assessments are responsive during covid-19 restrictions** | |
| NIF Priority  Improving attainment, particularly in Literacy and Numeracy  Closing the attainment gap between the most and least disadvantaged children  NIF Driver  Assessment of children’s progress  Performance information  School Improvement  Teacher Professionalism | HGIOS 4 & HGIOELC Quality Indicators  1.1 Self-evaluation for Self-Improvement  1.2 Leadership of Learning  1.3 Leadership of Change  2.3 Learning Teaching & Assessment  2.4 Personalised Support |
| **Progress:**  Our agile recovery planning priority was to focus on being responsive to all our learners. We focussed on building positive relationships with the children and listened to their experiences of Covid-19 and lockdown. The children also shared what they had learned at home during these times.  Teachers trialled a new planning format and teaching model that was introduced through our Change Leadership focus. This ensured children’s prior learning was discussed and they were asked what they would like to learn. Learners were also asked how they would like to learn and were given opportunities to lead their own learning. Outdoor learning was by far the most popular option of how the children would prefer to learn.  Teachers engaged in professional learning to identify, plan and use different approaches to assessment. This led to professional dialogue around sharing their experiences and findings with each other. Baseline assessments were conducted to identify the children’s strengths and the gaps in learning. The School Leadership Team consulted with staff and used the assessment data to plan targeted interventions for identified children. 20% of these children were previously identified as having Additional Support Needs. This was a lower percentage compared to what was expected, this showed that most ASN learners were supported well during remote learning, whether at home or in school as an identified vulnerable learner. Support and assessment resources and tools were supplied through our PEF fund. E.g. Sumdog Maths and Spelling, PM Benchmarks for in depth reading analysis, Stile Tile (Dyslexia support) and ICT netbooks. Class teachers, pupils and parents were consulted about the planned improvement methodology and most interventions were delivered in short intensive blocks to support confidence and independent application.  Throughout this session all classes continued to use ICT resources and Teams almost on a daily basis. It was planned that all learners and teachers continued to develop their ICT skills in case another lockdown occurred. Therefore, homework tasks were planned and shared on Teams to ensure everyone’s’ skills were current and not lost. Teachers were encouraged to develop their confidence and ICT skills to practise and record live lessons for remote learning. During the first lockdown it was identified that children’s handwriting skills had regressed as almost all learning was active or over ICT. New roller boards were also supplied for each class, (through PEF) to ensure teachers could model the expectations for handwriting, layout and presentation in our jotters for starting back in August 2020.  After Christmas all children and staff had to adjust to remote learning again. However, this transition was much smoother as the staff and learners had become more practised at using ICT for home learning. It became evident that motivational and praise feedback were necessary to ensure continued engagement from our learners. Due to this second lockdown, staff’s professional learning around high-quality feedback didn’t progress as planned. However, once all learners were back in school we regained a focus around learning dialogue which encouraged the children to identify their next steps in learning. Learning logs encouraged the children to talk about their learning and create their own targets. The children also wrote their own learning letters which detailed their learning from their own perspective. Parents then provided feedback, mostly positive, after the children shared these with them at home. “I am really impressed and proud with the work and progress he is making.” “ I am so proud, you are definitely improving with your numbers.” | |
| **Impact:**  When surveyed in May2021, most children stated that they had a positive relationship with their teacher and almost all stated they trusted their teacher. This was reciprocated by almost all staff which shows that planning for and investing time and energy into forming positive, trusting relationships at the start of the session was time well spent.    Almost all teachers trialled our new planning format. Most stated that they found this supported their understanding and developed their practice in class and for remote learning. Majority of staff identified that their professional learning priorities were put on hold due to the second lockdown. The focus of high-quality feedback was superseded by motivational and praise feedback to ensure our children remained engaged through out lockdown. Our engagement figures were very good and were consistently over 90%. Feedback from parents was positive towards all staff and almost all parents appreciated that the learning provided a daily structure for their children at home.  The majority of children stated that their teachers asked them about their prior learning and what they would like to learn. A minority of learners stated that they were given the opportunity to lead their learning. Therefore, we need to focus on improving this.    A majority of children were confident talking about their learning however, a minority knew their next steps. Focusing on staff’s professional learning around high-quality feedback next session should support our children to talk more confidently about their learning and be able to identify and know their next steps. Continuing to encourage the children to use their learning logs within class and to write learning letters home will support improvements.      Class teachers assessed the children’s learning and consulted with Learning Support and Additionality teachers. This ensured learning gaps were closed for almost all identified children. The charts show that these children managed to sustain their improved reading and spelling ages throughout the second lockdown. The planned interventions ensured our CfE Reading predictions were back on track and the identified children secured their next CfE Reading level. This improvement methodology was shared with staff and next session all staff will complete a small test of change, to secure positive outcomes in spelling and writing. Almost all identified children gave positive feedback and stated that their confidence improved throughout these sessions. eg. “I like spelling more now, since you helped me.” “I am using a dictionary now to look up the meaning of words.” Parents also provided positive feedback e.g. “I’m glad someone is taking notice and doing something to help.” However, Writing outcomes were not improved due to these interventions.  Our Parent Council fed back that almost all parents were positive about the home learning that their children engaged with. Almost all parents commented that by the second lockdown they identified the quality of the learning had improved from the first. All staff agreed with this. This was also mirrored in the feedback from the Parent Council Chair and Education Manager meetings. The majority of classes now use ICT more and all staff state they are more confident in using ICT to support learning.  **On return to nursery after the 2nd lockdown all nursery children chose a happy face when surveyed about their home learning experiences and almost all parents also indicated a happy face when surveyed. Almost all parents noted they were pleased with the efforts the EYOs had gone to as they ensured there was new learning and communications throughout each day during lockdown. Almost all nursery parents shared that the interactive times during face time e.g. story time was the most popular as the children could see and talk with each other as well as see and hear the EYOs. When surveyed again at the at the end of Term 4 on their child’s overall nursery experience, all nursery parents shared that they found it difficult not being able to enter into the nursery environment throughout the session. Most parents also shared that they found it extremely disappointing that they couldn’t be part of their moving on ceremony at the end of term, however they were pleased that the EYOs had taken aa video this to share with parents.** | |
| **Next Steps:**   * Continue to build positive and trusting relationships to ensure improved confidence in our learners. * All staff to ask learners what they’d like to learn and to give them opportunity to lead their learning and talk confidently about it. * Professional learning on effective high-quality feedback to support children identify their next steps in learning and set targets for learning logs. * Improvement methodology to be trialled in each class to support improvements in CFE Reading & Writing levels. * Develop daily use of ICT and digital literacy in classes P3 – 7 * **Invite families into school and nursery as soon as our risk assessment allows** | |
| **Attainment of Children and Young People** | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Lundin Mill | Listening & Talking | | | Reading | | | Writing | | | Numeracy & Maths | | | |  | P1 | P4 | P7 | P1 | P4 | P7 | P1 | P4 | P7 | P1 | P4 | P7 | | 2018-19 | 89% | 100% | 83% | 89% | 91% | 72% | 89% | 73% | 72% | 89% | 91% | 78% | | 2019-20 | 87% | 83% | 100% | 87% | 83% | 81% | 87% | 75% | 94% | 87% | 67% | 94% | | 2020-21 | 86% | 75% | 82% | 79% | 88% | 82% | 79% | 75% | 71% | 79% | 75% | 82% |   Listening & Talking results have reduced over the last two sessions however this is thought to be due to teacher’s focusing on CfE benchmarks to frame their evidence to make more accurate judgements.  Reading has continued to improve for P7 over the last two sessions however their Writing and Numeracy havedecreased. P4 Reading has improved and this is down to planned interventions for P4 reading. P1 Reading, Writing and Numeracy has decreased over the last two sessions. P1 and P7 Reading will be targeted to show improvements of at least 85% or above. P1, 4 & 7 Writing and Numeracy will also be expected to be 85% or above. | |
| **Evidence of significant wider achievements**  This session most children have shown great resilience and the ability to adapt to changes between school and remote learning. A few children are now using their ICT skills and have become ICT buddies. This ensures communication and teamwork between classes continues. Quizzes, lessons and virtual tours of their new classes through Sways to support transition have been shared.  During second lockdown two of our Junior Sport’s Leaders did an amazing job of planning games and sports for all the children that attended school during this time. The two leaders showed super organisational skills, supported and differentiated activities to suit ASN children and ensured everyone had fun while forming good team relationships in their new class bubbles. Their leadership skills were excellent and they revelled in having responsibility and did themselves and the school proud.  All classes designed and created award certificates, a few children’s certificates were voted for and awarded throughout the school. These few children felt a sense of achievement when their certificates were awarded in the various classes by either peer assessment and/or teacher judgement.  **Our nursery children also showed their resilience and ability to adapt. Almost all families were very good at sharing the children’s learning over ICT. Videos and photos of their learning were posted by parents to share. The children communicated with one another over Face time and listened to stories and interacted with their peers and EYOs.** | |
| ***What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)*** | |
| During first lockdown our engagement figures hovered around 70-80%, however for the second lockdown we consistently had figures of 90% or higher for weekly engagement. This was due to the teachers and children being more confident as their skill base had improved significantly. During terms 1 and 2, teachers were encouraged to keep their ICT skills up, homework continued to be over Teams and they practised live lessons.  Teachers and EYOs regularly communicated with families and ensured all children had everything they needed. ICT devices were supplied through the government scheme, Lundin Links Community Library, Largo and East Neuk emergency planning groups. Our learning support and class teachers made up packs of resources and tools for ASN children. These were distributed to make remote learning a success.  The challenges were around staffing and ensuring all class bubbles had a teacher, PSA and an EYO for our younger bubble, rotas were set up to accommodate this. | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) *(primary, special and secondary sector only)*** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 10 | | Additionality in staffing | 2 days |   In three classes HWB was delivered through collaborative teaching with CT, AT and PSA. This supported emotional literacy and the children practised strategies to support self-regulation and resilience. This collaboration had a positive impact on our playground and adult interventions were reduced by over 70%.  Identified children that were struggling with their emotional wellbeing were supported through Kitbag sessions. Younger children were supported by Lego Therapy as this supported positive communications and relationships.  **Additionality teachers also supported planning and delivery of Reading and Spelling interventions for 2nd level learners whose gaps were identified by their decreased reading and spelling scores. A few learner’s spelling scores increased while the interventions were happening in school but decreased once remote learning returned due to lockdown. All other identified learners continued to progress and their spelling ages increased throughout lockdown which was shown through assessment once they returned to school. Overall all identified children showed an increased understanding of spelling patterns, decoding, vocabulary and comprehension, which was shown in their CfE results as all were on track and gained success by achieving their next level.**  **Our Early Years Development Officer ensured that our nursery children’s ICT skills were developed and challenged to ensure engagement and continuity of learning if lockdown happened again. All nursery children engaged during the 2nd lockdown as learning and communications had been set up in Terms 1 and 2 in the nursery and it became an extension of the learning and communications of what had happened previously.** | |
| **Attainment Scotland Fund Evaluation (PEF) £8224** | |
| **Progress:**  PEF funding supported us to source more netbooks. This ensured that most learners’ ICT skills and confidence improved. This was crucial during Covid times.  Sumdog Numeracy supported teachers to assess numeracy CfE levels throughout the year as it is diagnostic tool which shows where the children are based on the CfE benchmarks. All children enjoy Sumdog and the challenges it presents.  Sumdog spelling encouraged learners to practise their spelling patterns in a fun way.  Stile, a support tool for dyslexia was sourced. This develops identified children’s visual perception and organisational skills which in turn supports their reading skills.  PM benchmarks is a diagnostic reading assessment resource which supported improvements in children’s reading. This allowed additionality teachers to identify areas within identified children’s reading that needed additional support.  All classes were provided with a new White Roller Board, this supported all class teacher’s modelling of expectations for handwriting, presentation and layout. | |
| **Impact:**  Learners ICT skills developed and improved throughout the year. Almost all staff acknowledge that having access to more netbooks in class supports the learning.  Sumdog Numeracy supported identification of children’s learning gaps for: Number, Money and Measure; Shape, Position & Movement; Information Handling. This allowed targeted interventions to be planned for identified children. These gaps were closed for most of the children identified.  Sumdog spelling supported improved skills for writing as daily practise of spelling words and patterns enables quicker thinking and processing time for identified children when writing. There was no measured improvements of CfE writing this session, however this is due to remote learning during lockdown.  The Stile resources also support improved visual skills for sight vocabulary and identified children’s identification of common words did improve. E.g. Child 1, improved their sight vocabulary from 30 to 50 words. This progress will lead to reducing the number of months they are behind the expected progression of CfE predictions. PM benchmarks supported identified children stay on track and almost all secured their expected CfE levels for reading.  All identified children’s spelling and reading ages improved with the support of the PEF resources and the planned interventions.  The roller boards improved the pace of writing and supported almost all children’s improvements with their handwriting, presentation and layout in their jotters. | |

**Lundin Mill Primary School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Satisfactory | Satisfactory | Good | N/A |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Good | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Good | Good | N/A |
| **3.2 Raising attainment and achievement** | Good | Good | Good | N/A |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Very Good | Good | Very Good | N/A |
| **2.3 Learning, teaching and assessment** | Very Good | Good | Good | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very Good | Very Good | Very Good | N/A |
| **3.2 Securing children’s progress** | Very Good | Very Good | Very Good | N/A |

|  |  |  |  |
| --- | --- | --- | --- |
| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | N/A | N/A | N/A |
| **Quality of environment** | N/A | N/A | N/A |
| **Quality of staffing** | N/A | N/A | N/A |
| **Quality of leadership and management** | N/A | N/A | N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improvement in children’s Health and Wellbeing | | | | | |
| **Focused Priority:**  All children to be listened to, and involved in decision making about their care and relationships, with all those involved properly listening and responding to what children want and need. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.1 Safe Guarding and Child Protection  3.1 Ensuring Wellbeing, Equality and Inclusion  1.1 Self Evaluation for Self - Improvement  1.2 Leadership of Learning  1.3 Leadership of Change | | | 2.1 Safe Guarding and Child Protection  3.1 Ensuring Wellbeing, Equality and Inclusion  1.1 Self Evaluation for Self - Improvement  1.2 Leadership of Learning  1.3 Leadership of Change | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All children to feel safe and cared for in school.  All children to be familiar with ‘The Promise’ foundations of the Voice.  All children to be able to talk about the Wellbeing Indicators and match them to articles 19.  All staff to understand that UNCRC comes into legislation in Oct 21  All vulnerable/identified children to be supported by adults when needed.  Sustainable PSA support to improve each session.  Improved skill base from our PSAs.  Improved knowledge and understanding from our PSAs - sustainable improvements.  Improved HWB for our Young People.  All children have positive and trusting relationships with peers, staff and the wider community.  All children to be consulted and listened to when making decisions about outdoor learning experiences.  All children to be able to talk about what their local community has on offer and what they have learned about their natural environment.  P7 children to form positive relationships with their Waid cohort.  P7 voice listened to about transition.  Confident, resilient P7s ready to transition to Waid.  Improved confidence and new positive relationships formed between our cluster P7s.  Improvement in P7 boys and girls who report excellent health (figure 2.1)  Improvement in P7 boys and girls who feel always or often confident (figure 6.3)  All children to understand and contribute in discussions about Articles 29 and 31 UNCRC and match them to the Wellbeing Indicators.  All children to be able to show their full potential, personality and their language, customs and religion through equal opportunities.  All staff and children to show improved emotional literacy.  Most staff and children to use positive supportive scripts.  Children will rate their school year as very good.  All children’s HWB development and progress tracked throughout the year  All children’s success and achievements celebrated in class and assemblies | All staff to become familiar with ‘Plan 21-24 - The Promise’ and focus on the fundamentals of listening and children’s rights.  All staff to be aware of mapping the United Nations Conventions of the Rights of the Child (UNCRC) to the Wellbeing Indicators– Article 19 Protection from all forms of violence.  All staff to become familiar with Child Rights and Wellbeing Impact Assessment (CRWIA): Guidance to frame this  PSA training with Our Minds Matter Team – focusing on Understanding and Managing Anxiety and Setting up a listening Service for PSAs.  GMWP assessments to be conducted for individual.  PSA nurture training by the Pedagogy Team  PSA show case session – be proud, show your hard work.  All staff to invest time for planning to build positive and trusting relationships.  **Parents invited into school as soon as Covid Risk Assessment allows**  All staff continue to develop outdoor learning to ensure our children learn about their local community as a rich, artistic culture of arts and an abundance of natural environments that promote curiosity and interests about nature.  Waid Cluster P7s taking part in Outdoor learning days as a cohort to ensure a smooth transition to Waid in Aug 2022.  Broomlee P7 cohort Residential Outdoor Learning Experience  Branch Out – OMM transition support programme will follow  P7’s to take part in Spring SHINE survey April 22.  Professional learning for all staff to become familiar with Article 29 - Goals of Education and Article 31 – Leisure, Play and Culture from ‘Convention on the Rights of the Child’.  All staff to plan their HWB curriculum to include the UNCRC; Article 28 – Right to Education, Article 29 – Goals of Education and Article 30 – children of minority groups.  All staff to receive training and focus on emotional literacy and restorative approaches to ensure our children are learning skills for life and are treated with dignity. Article 37 (a) – No child should be subjected to cruel, inhumane or degrading treatment or punishment.  All staff focus on ensuring their learners are happy in school. The Promise – listening and responding to our children and Article 28 – Right to education focusing on attendance.  All classes to track HWB success and achievements using the benchmarks for Social & Emotional Experiences & Outcomes  Consistent reward system in place used throughout the school. e.g. House Points, certificates | All staff to take in part in professional learning and dialogue.  NT - H Rolfe to support EYOs.  HT – J Barker to support CTs  LS - K Wyer to support PSAs  K Wyer – NCCT Teacher  HT to lead All staff in professional learning  OMM Team  K Wyer to support PSAs on setting up Time to Talk and GMWP assessments (see cluster plan).  PSAs supported by K Wyer - LS  PSAs sharing experiences, strategies and techniques on how they support each other.  NT - H Rolfe to support EYOs.  HT – J Barker to support CTs  LS - K Wyer to support PSAs  C Wright and J Barker to create May survey for Pupils, Parents & staff.  All staff to listen to the children’s views and ideas concerning outdoor learning.  R Allan – P7 CT and PSA to support.  R Allan - P7 CT to deliver Branch Out programme in class.  R Allan – P7 CT  All staff to become aware of the Rights of the Child becoming legislative.  K Wyer - NCCT teacher  Class teachers & PSAs  K Wyer – NCCT teacher  All class teachers and PSAs to use Emotion Works as a support tool.  K Wyer – NCCT teacher to support e-learning.  C Wright and J Barker school survey.  K Wyer – LS and C Wright – CT to create a tracking form for all CT to use throughout the year.  All teachers to use the same positive reward system.  K Wyer & C Wright to lead developments and ensure there is a shared understanding | | May 22 school survey almost all children state that they feel safe in school. 91-99%  Feedback from children’s voice to show that they understand the rights of a child. Children being able to match Rights of the Child to the Wellbeing wheel e.g. evidence gathered during NCCT classes and assemblies through jotter work, wall displays and scaled wellbeing web to be used termly.  All staff can talk about UNCRC and focus on Articles, 19, 28, 29, 31 & 37  OMM training PSA Feedback.  ‘Time for Me’ listening service - data collation:  Number of children accessing ‘Time to Talk’  Individual baseline compared to a final GMWP.  Ped Team – Feedback from PSAs   * what have you learned? * what can you change? * what positive impact are you hoping for? * what are your next steps?   PSAs trying out different strategies and techniques  PSA scaled scores to show how they feel they have supported young people  Young peoples’ scaled scores to show how they feel they have been supported  Positive relationships observed between peers and between staff and children. In May 22 school survey almost all children state that they have a positive and trusting relationship with their teacher.  **Positive relationships with families established and sustained throughout the year.**  Timetabling and observation of children learning outside regularly.  Feedback from children’s voice.  Feedback from parents about their child’s outdoor learning experiences.  May 22 school survey all children state that they enjoy outdoor learning experiences and are listened to.  Traffic Light Feedback to show how the P7s felt about their Outdoor learning days with their Waid cohort.  ‘Ready to Transition’ Yes, No, Maybe? Feedback  Completed Branch out booklets  Figure 2.1  P7 boys 38% April 21 improvement of at least 5%.  P7 girls 16% April 21 improvement of at least 5%.  Figure 6.3  P7 boys 67% April 21 improvement of at least 5%.  P7 girls 27% April 21 improvement of at least 5%.  Feedback from children’s voice to show that they understand the rights of a child. Evidence gathered during NCCT classes and assemblies e.g. jotter work, wall displays. Scaled wellbeing web to be used.  Evidence of children being given opportunities to showcase their talents and personalities through weekly assemblies.  Observations, scaled wellbeing webs, jotter work and wall and class displays.  Observing children and staff using scripts.  Feedback from staff around training, classroom displays, jotter work and dialogue changes.  School rating, in May 22 school survey, to be more than 4.24 out of 5.  Evidence gathered and shown through tracking and monitoring at Progress & Achievement meetings  Certificates will be used in classes weekly to celebrate wider achievements  House points on display for all to see successes | Term 1 ongoing and Term 4 survey.  Term 1, 2, 3 and 4  CAT times Term 1  17th August  Flexible for individuals.  12th Nov 2021  Term 4.  Term 1 ongoing and Term 4 school survey.  Terms 1, 3 and 4.  Termly in learning logs.  Term 4 school survey.  Term 1,2 and 3.  Term 4  Term 3 and 4.  April 22  Terms 1, 2, 3 and 4.  Terms 1, 2, 3 and 4.  Terms 1, 2, 3 and 4.  Nov 12th Inservice 3  Term 4 school survey.  Term 1 ongoing  Term 1 ongoing |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improving attainment particularly in literacy and numeracy. Closing the attainment gap between the most and least advantaged children. | | | | | |
| **Focused Priority:** Empowering children to ensure they are listened to and involved in learner participation. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1 Self-evaluation for Self-improvement  1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, Teaching and Assessment  2.4 Personalised Support | | | 1.1 Self-evaluation for Self-improvement  1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, Teaching and Assessment  2.4 Personalised Support | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Almost all learners can talk about their learning.  All staff can develop their understanding of learner participation.  Most children are empowered to lead their learning.  Almost all children can identify and discuss their next steps.  All children empowered to lead and take ownership of their learning targets.  All children are able to discuss their learning at home.  The gap has closed for identified children in Literacy and Numeracy.  P1 children’s CfE Reading levels to be over 80 % for session 2021-22  All nursery children’s Literacy and Social & Emotional Wellbeing will be assessed through ELIPs  Almost all staff and pupils feel more confident in using ICT and feel they have developed their digital literacy skills. | Class teachers to use planning formats to ensure prior learning is discussed and children are asked about what they would like to learn.  HT & CT & LS to ask about the learning through Pupil Focus Groups for Writing & Numeracy  EYOs to trial & develop new PLJs  EYOs to talk to the children about their interests and set up  Learning Walls as a result  CAT sessions on making the link between the planning formats and learner participation.  All staff to provide opportunity for all learners to lead their learning.  ELC developing their interests and supportive Learning Walls  Professional Learning – All staff to read Outstanding Formative Feedback, ‘Developing the Learning’ 8. Ongoing questioning and 9. Feedback.  All learners to set targets relating to their next steps in their learning logs.  All classes to communicate about their learning with families.  Learning support and class teacher consultations.  Class teachers to use new planning formats to plan for assessment and use records of understanding to analyse their classroom evidence.  All CTs and PSAs to conduct a ‘Small Test of Change’ as improvement methodology.  LS and SLT to use data to identify gaps and plan interventions to close the gaps in learning.  CT and PSAs to record data and gather improvement evidence, then plan next steps with the learner  P1 class teacher to track progress, identify gaps and consult with LS and HT to plan interventions  All EYOs will complete their ELIPs assessments for all N4 & N5s  All class teachers to incorporate ICT into daily learning.  All P3 - 7 teachers to facilitate the development of digital literacy within their classroom.  P6 & P7 Virtual Coding Club led by Fife College. 18 week course  Early years coding developed through use of caterpillars, beebots, EaRL the robot. | C Wright to share planning formats on Inservice day 1.  HT – J Barker  LS – K Wyer  All CTs  NT – H Rolfe – sharing new PLJs with EYOs,  PLJ parent survey  R Allan and C Connor to lead CAT sessions.  NT – H Rolfe to lead EYOs  All CTs.  NT – H Rolfe & EYOs  All class teachers to take turns to lead professional dialogue on their experiences of questioning and providing quality feedback.  T Adam & C Wright – CTs to frame and show examples of how targets can be shared in learning logs.  Class teachers and learners to ensure time is given termly to consult and update targets in learning logs.    Class teachers to facilitate children creating their learning letters.  T Adam & C Wright – CTs to gather feedback evidence  K Wyer – LS  All class teachers.  All CTs and PSAs to feedback and share their evidence  K Wyer – LS and J Barker – HT to plan interventions each Term  E McConnel & L Donaldson - CTs  NT - H Rolfe to lead  N & P1 & P2  All P 3 – 7 class teachers to develop digital literacy within their class.(ind netbooks available)  Fife College staff  R Allan  C Wright  S Lamont – EYDO  EYOs  NT | | Professional dialogue around planning for Learning, Teaching and Assessment.  May 22 school survey to show improvement in:  Prior learning. Above 90%  Children being asked what they and how they would like to learn. Above 90%  Classroom Observations & jotter monitoring  Almost all Children are able to talk about their learning for Writing and Numeracy  ELC Observations, feedback & survey results  All teachers to lead their professional dialogue during CAT sessions and planning meetings.  Professional dialogue at Planning meetings and CAT sessions  May 22 school survey to show improvement in children leading the learning. Above 75%  Observations, PLJs, parental feedback  Almost all children talking about their learning  Class teachers to provide examples of work which shows quality feedback being used against the CfE Benchmarks for Literacy & Numeracy at Progress & Attainment Meetings.  Feedback from class teachers after CAT sessions.  May 22 school survey to show improvement in children knowing their next steps. Above 75%  Learners able to identify targets in their learning logs termly.  Learning logs to be shared at home and feedback sought from children, parents, and teachers.  Parents and all children to feedback on their class learning letters  Class teachers to gather evidence to support LS consultations.  Literacy and Numeracy evidence gathered and shared at termly Progress and Attainment meetings.  Evidence - CfE predictions back on track  Improved Reading, Spelling or Numeracy ages and/ or scores  Sharing evidence at Progress & Attainment meetings & CAT sessions  Class teachers and PSAs delivering and evaluating interventions.  Class teachers and PSAs identifying progress and application of skills.  CT and PSAs to support learners to identify next steps  Use BASE assessment to compare from Sept to May.  Use baseline assessment and records of understanding to show improvements and gaps in reading  ELIPS data on TRAMS to be used throughout the year to set targets and for transition into P1  CTs to discuss improvements during Termly Progress & Attainment meetings.  Class planning and timetabling to reflect use of ICT.  Feedback gathered from all children  May 22 school and staff survey to show most children and all staff feel more confident using ICT.  Observations, progression of skills  Show & Tell session to feedback to parents  Evidence gathered through observations and work produced showing development of skills.  PLJs | Inservice 1  Term 4 school survey.  Terms 3 & 4  Inservice 1  Terms 1 -4  Nursery Survey  CAT sessions Term 1 x4.  Ongoing planning meetings.  Terms 1-4  Term 4 school survey.  Terms 1-4  Term 4 survey  CAT sessions Terms 2 & 3.  Term 4 survey  Terms 1, 2, 3 and 4.  Terms 1, 2, 3 and 4.  Terms 1, 2, 3 and 4.  Terms 1, 2, 3 and 4.  Aug 21 ongoing and Termly  Terms 2 & 3  Term 1, 2, 3 and 4  Term 1, 2, 3 and 4.  Term 1 & 4  Aug 21 ongoing.  Term 4 school and staff survey.  Sept 21 ongoing.  Terms, 1,2 ,3 &4 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |